

**Name:** Dennis DeFilippo

**Title:** US Regional Perspectives on the Homestead Steel Strike of 1892

**Subject Areas:** History/Journalism/Human Geography

**State:** Pennsylvania

**Abstract/Description of teaching plan:** To understand the national perspective on the Homestead Steel Strike, this lesson will require students to read newspaper articles published a few days after from four different regions of the U.S. Students will then identify differences in how the event was reported.

**Lesson Plan Format:**

**Introduction:** As is the case with any event in history, the participants and observers may have different perspectives on that event. The Homestead Steel Strike is no exception. The purpose of this lesson is for students to examine four selected newspaper articles written in 1892 from distinct regions of the U.S. After reading each article, students are to complete a worksheet with their findings. Students will then give a brief oral overview of their work.

**State Standard:** 8.2.12. Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to:

- c. Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s (Commerce and Industry e.g., work of defense industries, rise and decline of the steel industry, increase of service industries)
- d. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 (Labor Relations (e.g., strikes, work stoppages, collective bargaining)

**Day One:** Students will use the first class period to read the four articles on the Homestead Steel Strike. Students should take notes as they read each article. Any article or articles not completed in class, should be finished for homework. (Article links follow)

[Boston Evening Transcript](#)

[The Lawrence Daily Journal](#)

[The Yellowstone Journal](#)

[The Morning Herald](#) (Baltimore)

**Day Two:** Using the notes from the four newspaper articles, students will use this class period to complete the following data collection table: (Teacher should distribute this table in class on day 2)

Newspaper/Date of Publication	Title/Subtitle of Article	Key Points in the Article (Include names, actions, reactions, etc) (give as much detail as possible)	Emphasis of the article: Give a short sentence or phrase
1.			
2.			
3.			
4.			

**Days Three and Four:** Students will give an oral report on their findings. Students' oral reports must use the information that they collected on the links provided. Students' work will be evaluated using the following rubric:

**Oral Presentation Grading Rubric**

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Criteria ↓	Points →	8-7	6-5	4-3	2-1	Points Earned
<b>Oral Presentation Preparedness</b>		The presentation was <b>comprehensive, incisive and logically presented</b>	The presentation was <b>clear and met all objectives</b> of the lesson	The presentation touched on <b>some of the course objectives</b> ; some objectives not addressed	There is <b>little or no logical connection</b> between the expectations of the lesson and the oral presentation	
<b>Depth of discussion/support</b> (integration of information from the assigned articles)		There are multiple references to all points included on the data collection table. Information is presented <b>analytically</b>	There is at least one direct reference to all information collected. Information is used <b>factually and accurately</b>	Some information from the data collection table is discussed. <b>Some key ideas are omitted</b>	<b>There is little or no direct reference to the data collection table</b> ; no evidence that much time was invested in the assignment	
<b>Completeness</b> (all four newspaper articles were comprehensively analyzed)		All four articles were <b>meticulously reviewed and summarized</b> . Data is accurately interpreted. <b>A unique perspective</b> has resulted from analysis	All four articles were <b>clearly and logically argued</b> . Data is generally accurate with no more than one error	<b>Three of the four articles were discussed clearly</b> ; one article required more detail	The presentation <b>lacks clear thought and/or detail</b> .	
<b>Conclusion</b> (the speaker summarizes the main ideas and gives a cogent conclusion)		The conclusion <b>restates</b> the main findings of the research while incorporating a <b>new perspective</b>	The conclusion <b>restates</b> the finding from the data collected but adds nothing new.	The conclusion gives a <b>general accounting of information</b> ; lacks specificity	Conclusion is <b>illogical and/or confusing</b> ; or no conclusion is given	

Grade Scale:	4= 65	7= 68	10= 71	13= 74	16= 78	19= 84	22= 87	25= 90	28= 93	31= 97
Points to %	5= 66	8= 69	11= 72	14= 75	17= 80	20= 85	23= 88	26= 91	29= 94	32= 100
	6= 67	9= 70	12= 73	15= 76	18= 82	21= 86	24= 89	27= 92	30= 95	

Overall Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Technological Needs:** Students will need access to a computer with internet access

**Material Needed to complete the lesson:** All materials for this lesson are included in this document

**Other Sources to Consider:** [Google News Archive](#). If the teacher wishes to extend this lesson further, there are a number of other newspaper archives available on the Google News Archives site. (There are some Canadian newspapers in this archive)

[The Pittsburgh Press Archives](#)